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ABSTRACT

Two questionnaires were constructed in 1985 as part of the overall Study of Stanford and the Schools. The survey instruments focused respectively on high school student and teacher opinions of their various Advanced Placement (AP) classroom experiences and their academic expectations for AP students based on these classroom experiences. The questionnaires were distributed to 325 sophomore through senior AP students and 20 AP teachers from three California Bay area high schools. Student and teacher ratings of their AP course experiences are reported, and several relationships between student classroom experiences and academic self-concept are presented. Indications are that students value learning how to learn under the direction of inspiring teachers, no matter what the field of study. Ninety-two percent of the teachers rate AP programs as good or excellent, as well as challenging to students and teachers. Further analysis and results are still to be reported. The study instruments are included. Contains 3 references. (Author/SM)

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The Advanced Placement Program: Student and Teacher Perspectives

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ABSTRACT

This study was conducted as part of the Study of Stanford and the Schools to investigate the classroom experiences and expectations of high school students and teachers who are currently participating in the national Advanced Placment (AP) Program. A questionnaire was constructed and distributed to 325 Sophomore through Senior AP students and 20 AP teachers from three California Bay Area high schools in 1985. Investigation of classroom experiences focused on student and teacher ratings of AP curricular content and quality, depth of exposure to subject matter, quality and quantity of work expected from the student, amount of independent thinking expected from the student, teacher's instructional style, and academic performance of AP students. Investigation of students' academic self-concept focused on reported ratings of academic success in relation to AP peers, self-reported level of confidence to succeed in AP classes, and reported levels of academic competition in advanced placement classes. Results were analyzed by a comparison of means by gender and correlations by student gender and year in school.

INTRODUCTION

From its inception in 1955 as a national program designed to provide college level courses within the high school classroom to advanced secondary students, the Advanced Placement Program has continued to increase the number of schools and students served (1,229 students from 104 schools in 1955 to approximately 176,052 students from 6,135 schools in 1985), increase the number of secondary school teachers participating in the program, and increase the number and type of college level courses offered. Due to the close link between course content and material covered in the nationally constructed and graded AP Exams, the current academic experiences of students and teachers participating in the program are unique. Tapping the perspectives of AP students and teachers alike can result in valuable information on the direct interaction of a nationally normed achievement exam with classroom content and curriculum. Furthermore, most students in an AP program take the national exam in one or more content areas, receive college credit for their efforts, and proceed to take advanced courses in those subjects when beginning college. Teacher and student opinion about AP preparation for higher level college courses is a valuable source of information on the articulation between high school and university curriculum.

In order to tap the perceptions of Advanced Placement teachers and students both, two questionnaires were constructed in 1985 as part of the overall Study of Stanford and the Schools. Each survey instrument focused on, respectively, student and teacher opinions of their various AP classroom experiences, and their respective academic expectations for AP students based on those classroom experiences. It will be the purpose of this paper to present several of those findings. Specifically , student and teacher ratings of their AP course experiences will be reported, and several relationships between student classroom experiences and academic self-concept will be presented.

DATA SOURCE AND METHODS

From information based on AP classroom observations and AP student and teacher interviews that were part of the Stanford and the Schools Testing and Teaching Study, I constructed and distributed [1] a questionnaire to 325 Sophomore through Senior AP students and to 20 AP teachers from three California Bay Area high schools during the Spring of 1985. [2] The surveys were completed during one class period by AP students and teachers in the subject areas of English Literature, English Language, U.S. History/Civics, World History, French, Spanish, German, Biology, Chemistry, Physics, and Calculus.

The student questionnaire was divided into four parts (See Appendix I). Section I provided demographic information on each student, and inquired which AP classes had already been taken and which were expected to be taken. College plans and projected professional goals were also asked in this section.

In Section II, the students were asked about their experience with AP classes and were asked to compare those classes with other high school courses taken. The students were asked to rate their general experience with AP classes, depth of exposure to subject matter, quality and quantity of work expected from the student, amount of independent thinking expected from the student, teacher's instructional style and effectiveness, academic performance of AP peers, academic self-concept, level of academic competition, and confidence in their ability to succeed in advanced classes. These ratings were on a five point scale from **1 (Low)** to **5 (Very High)**. The responses were then analyzed by a comparison of means by gender and correlations by student gender and year in school. This presentation will deal primarily with the results of the analysis of this part of the questionnaire.

The third section of the student instrument comprised a set of open ended questions investigating specific classes that students had taken, including most and least satisfying AP class, reasons for taking an AP class, family and peer influences in choosing classes, and AP Exam plans and preparation. Finally, in Section IV, students were asked about their projected goals after high school. These questions focused on plans to apply AP course credits to introductory college classes so that higher level classes could be taken during the Freshman year. Other questions in this section probed student confidence level to succeed in higher level college classes through AP preparation, and elicited factors which AP students believe will take most adjustment in the high school to college transition process.

The teacher questionnaire was constructed to parallel the student instrument (See Appendix II). The four sections described above were tailored to a teacher's perspective. In Section I, teachers were asked for number of years of general and AP teaching experience. In Section II, they were asked to rate their experience with the AP Program and classes. Questions focused on the amount of professional preparation necessary for classes, paperwork, stress factors, and amount of contact with parents. In Section III teachers were asked about their experiences teaching specific AP classes, including most and least satisfying AP class taught, formal and informal assessment procedures used, reasons that students take AP classes, and major advantages and disadvantages to the National Exams.

Section IV tapped teacher perceptions of projected student adjustment to college level work and other adjustments students will face in the high school to college transition process. Finally, teacher opinions of furthering curricular articulation between high school AP courses and university classes were elicited.

Results

The questionnaires were analyzed and compared on several levels. In this paper I will present the results of Sections I and II of the student and teacher questionnaires, concentrating on gender and grade differences in the responses of AP students in the overall rating of AP classes; student experiences with AP classes, student ratings of peer academic performance compared to academic self-concept, and confidence level to succeed in AP classes and the AP Program. Results of the comparable section in the teacher survey will be given through means by gender and years of Ap teaching experience. Finally, the correlation between student ratings of independent thinking expected in AP classes and various AP course experiences by gender and grade level will be presented. The teacher responses will be presented for comparison to and clarification of student responses.

Characteristics of Sample:

Of the 325 students participating in the survey, 57.2% were female (N=186), and 42.8% were male (N = 139). They were distributed among the three participating high schools as follows; HS-A = 21.2% (N = 69), HS-B = 46.8% (N = 152), HS-C = 32.0% (N = 104) (See Table 1). Student ages ranged from 14-18 years, with an age mean of $\bar{X}$ = 16.44. Sophomores comprised 18.1% (N = 59) of the sample, Juniors 50.5% (N = 164), and Seniors 31.4% (N = 102), with a year mean of $\bar{X}$ = 3.13. There were no Freshman respondents in the survey.

Of the 20 teachers participating in the survey from the above 3 high schools, 50% (N = 10) were female and 50% (N = 10) were male (See Table III). Year of birth distribution was as follows; 10% were born before 1930, 40% between 1930-39, 40% between 1940-49, and 10% after 1950. The average for years of teaching was $\bar{X}$ = 20.4, the reported average number of years teaching at current school was $\bar{X}$ = 12.2, and the reported average number of years teaching AP courses was $\bar{X}$ = 6.8. Overall, females reported teaching AP courses longer than did male teachers (FT $\bar{X}$ = 9.0 years, MT $\bar{X}$ = 4.0 years). The courses represented by teacher respondents in this survey were English Language, American Literature, French, Spanish, German, European History, American History, Trigonometry/Math, Chemistry, and Physics.

Student Experiences with AP Classes:
It was found that students, overall, rate their AP classes as highly challenging ($\overline{X}$ = 4.046 / 5.00) (See Table II-A). However, males tended to rate their AP classes as more challenging than did females (MS $\overline{X}$ = 4.11, FS $\overline{X}$ = 4.00), and also tended to rate the depth of exposure to subject matter in AP classes higher than did females (MT $\overline{X}$ = 4.11, FT $\overline{X}$ = 4.03) (See Table II). Female students rated quality of work (*3) and amount of independent thinking expected from the student (*5) more highly than did males (Quality of work expected, FS $\overline{X}$ = 4.45 and MS $\overline{X}$ = 4.40; and Amount of independent thinking expected from the student, FS $\overline{X}$ = 4.33, MS $\overline{X}$ = 4.22). Males rated *quantity* of work (*4) more highly than did females (MS $\overline{X}$ = 4.23, FS $\overline{X}$ = 4.01) but still less highly than they rated *quality* of work expected (Quan MS $\overline{X}$ = 4.23, Qual MS $\overline{X}$ = 4.40).

Female students rated the academic performance of their AP peers (*7) more highly (FS $\overline{X}$ = 4.03) than did males (MS $\overline{X}$ = 3.95) and saw themselves as academically less proficient than their peers (*8) more often than males (FS $\overline{X}$ = 3.60). Female AP students also reported a substantially lower level of confidence to do well in AP classes (*10) than did males (FS $\overline{X}$ = 3.72, MS $\overline{X}$ = 4.03). Males rated the teaching style of their AP instructors (*6) more highly than did females (MS $\overline{X}$ = 4.10, FS $\overline{X}$ = 3.98). The level of academic competition among students in an AP class (*9) was considered moderate by both genders, with males slightly higher (MS $\overline{X}$ = 3.87, FS $\overline{X}$ = 3.85).

Teacher Experiences with AP Classes:
Like AP students, AP teachers, overall, reported that they rate the AP classes they are teaching (*1) to be highly challenging ($\overline{X}$ = 4.4 / 5.0), with males teachers tending to rate AP courses to be more challenging than do female teachers (See Table III-A). Female and male teachers both tended to rate depth of exposure to subject matter in their classes (*2) equally highly ($\overline{X}$ = 4.4 / 5.0), as well as quality (*3) and amount (*4) of work expected from the student (Qual $\overline{X}$ = 4.6, Quan $\overline{X}$ = 4.4). Interestingly, like female AP students, female AP teachers tended to report that the amount of independent thinking expected from the student (*5) is greater than did male teachers (FT $\overline{X}$ = 4.6, MT $\overline{X}$ = 4.4). In this sample, male teachers rated the teaching style of AP colleagues (*6) higher than did female teachers (MT $\overline{X}$ = 4.4, FT $\overline{X}$ = 4.2). Male teachers rated academic competition among students in AP classes (*8) slightly higher than did female teachers (MT $\overline{X}$ = 4.2, FT $\overline{X}$ = 4.0). There were no differences in the teacher sample in amount of preparation time (*9) and paperwork (*10) for AP classes (Preparation Time $\overline{X}$ = 4.0, Paperwork involved $\overline{X}$ = 4.4).

The amount of stress involved with teaching AP classes (#11) was reported to be higher among male teachers in this sample (MT $\overline{X}$ = 4.4, FT $\overline{X}$ = 4.0). Interestingly, both groups of teachers reported low amounts of communication with parents of AP students (#12), although female teachers reported the lower amount (FT $\overline{X}$ = 2.6, MT $\overline{X}$ = 3.0). The amount of parental involvement (#13) reported by teachers was average, with female teachers reporting slightely lower involvement than the male teachers (MT $\overline{X}$ = 3.4, FT $\overline{X}$ = 3.2). All groups of teachers reported themselves at the higher end professionally in relation to other AP teachers (FT $\overline{X}$ = 4.0, MT $\overline{X}$ = 4.2), and female teachers tended to rate their level of confidence to successfully teach AP classes higher than did their male colleagues. (FT $\overline{X}$ = 5.0, MT $\overline{X}$ = 4.4). In all, the AP teachers in this sample tended to report that their classes are highly challenging and fairly stressful, with an emphasis on depth of exposure to subject matter and independent thinking. This is corroborated by the AP students who report high levels of independent thinking and depth of exposure to subject matter emphasized in their AP classes.

Student Confidence Levels:
As mentioned previously, students rated peer academic performance more highly ($\overline{X}$ = 3.994, s.d. = .790) than they rated their own academic self-concept ($\overline{X}$ = 3.622, s.d. = .817) (See Table II-B). By gender, males tended to report a higher confidence level to succeed in AP courses than did females over all grade levels (MS $\overline{X}$ = 4.036, s.d. = .793, FS $\overline{X}$ = 3.720, s.d. = .824) (See Table II-C).

The correlation between AP student confidence level and academic self-perception was highest for Sophomore females (.83, $p < .001$) and lowest for Sophomore males (.28, p = ns) (See Table II-D). Even more interestingly, confidence level correlated more strongly with female academic self-perception at all grade levels than for males (.59, $p<.001$ for Juniors and .66, $p < .001$ for Seniors). This tends to suggest, along with the lower means for academic self-confidence, that AP female students are more consistent across grade levels in their lower academic confidence level and self-perception than are AP male students.

However, the correlations between student ratings of independent thinking expected in AP courses and various AP course experiences were highest among female AP Seniors (See Table II-E). Female Seniors who believe that independent thinking plays a great part in AP course success also believe that the quality (.48, $p <.001$) and quantity (.62, $p<.001$) of work expected from the student is greater in AP classes. There is a lower

significant relationship among these variables for female AP Juniors with regard to quantity of work expected (.31, $p<.001$). Male AP student responses did not show a significant relationship among these variables. AP males did show, however, a significant relationship between amount of independent thinking expected and level of competition in AP classes (.45, $p<.0001$). Senior females showed a lower significant relationship among these variables (.33, $p<.01$).

These findings tend to suggest that there are distinct differences in academically advanced female and male students' academic self-perceptions and experiences in AP classes. AP male students tended to more often consider quantity of work and level of competition higher in Advanced Placement classes than did females. Senior AP females regarded amount of independent thinking and quality of work more characteristic of AP classes. Females rated themselves lower, academically, than they rated their AP peers and rated their academic self-confidence substantially lower than did male AP students.

Discussion and Conclusion

Advanced Placement programs occupy a dynamic position in current American high school curriculums. Furthermore, high school students taking AP classes represent the academically successful secondary student who is making a closer and earlier link with college curriculum, and AP teachers, by their emphasis on independent thinking skill development and curricular content, are also closing the gap between high school and college course content and learning experiences.

The responses reported by this sample of AP students and teachers are interesting in light of related studies of AP student opinion and AP teacher reflections on the AP experience. Asking students to evaluate their AP courses in comparison to other courses in high school, Casserly (1968) found that "regardless of the field of study...students valued most learning how to learn under the direction of teachers who were inspiring. They were grateful...to sink their teeth into something substantial that had relevance either to a broad area of knowledge or to their lives and humanistic concerns (1968; 69, 3)". In 1985, these student opinions still appear to be valid and the evaluation of the program by students appears consistently high. However, in these current findings there is also some consistency among female students in lower academic confidence level and higher regard for the abilities of their academic peers.

Previous research (College Board, 1986) from a national sample of AP teachers has found that 92% of the teachers rate the program either as

good or excellent, and 78% strongly agree that AP challenges both teachers and students (1986: 8). The small sample of Bay Area AP teachers corroborates the larger sample and further gives some indication of gender differences among teachers in their approach to the AP Program and AP classes. More detailed research on variant group opinions and perceptions of the program and classes is still needed. Communication between parents and teachers (reported by teachers) was found to be relatively low in this sample. Other research on communication patterns between AP teachers and parents tends to suggest that AP parents are indeed more active and involved in their children's progress and communicate with teachers far more frequently than parents of students who do not succeed in high school (Prescott, Pelton, & Dornbusch, 1986).

In this paper, I have presented only several findings of the completed AP student and teacher questionnaires. Further analyses and results are still be reported. However, it should be stated that research into the academic experiences, expectations and self-concepts of advanced students and teachers in classes within the framework of accelerated placement is necessary to informatively further curricular articulation between the high school and university, to more sensitively gauge gender differences in the academic experiences involved with participating in an advanced program, and to offer a closer perspective on the academic, social, and emotional factors involved with fostering accelerated learning with a larger population in secondary schools.

Notes

[1] I am indebted to many people for their help and encouragement during the construction and distribution of each questionnaire. Revisions and helpful comments were made by members of the Stanford and the Schools Research team. Each principal of the participating schools offered invaluable advice and helped to make the distribution of the questionnaires efficient and possible. Several brainstorming sessions with principals, researchers, teachers, and AP students formed the foundation of each questionnaire.

[2] The distribution of the questionnaire to all schools spanned a period of four weeks, from May through June of 1985.

Tables

Table I

CHARACTERISTICS OF STUDENTS PARTICIPATING IN THE SURVEY

N = 325

AGE:	Frequency:	Percent of Total Respondents:
14 years	1	.3%
15 years	49	15.1%
16 years	117	36.0%
17 years	121	37.2%
18 years	37	11.4%
TOTAL:	325	100.0%

Mean Age: X = 16.44

GENDER:		
Female	186	57.2%
Male	139	42.8%

SCHOOL:		
High School A	69	21.2%
High School B	152	46.8%
High School C	104	32.0%

YEAR IN SCHOOL:		
Freshman (1st)	0	0.0%
Sophomore (2nd)	59	18.1%
Junior (3rd)	164	50.5%
Senior (4th)	102	31.4%

Mean Year in School: X = 3.13

Table II

MEANS BY GENDER OF STUDENT EXPERIENCES WITH AP CLASSES

Rating on a scale from 1 to 5
1 = low, 5 = high

1. In general, how would you rate the AP classes you are taking in high school?

	MEAN	STD DEV	STD ERROR	(N)
Females:	4.00	.798	.058	186
Males:	4.11	.688	.058	139
TOTAL SAMPLE:	4.05	.754	.041	325

2. Depth of exposure to subject matter in your AP classes is:

Females:	4.03	.777	.057	186
Males:	4.07	.655	.055	139
TOTAL SAMPLE:	4.05	.726	.040	325

3. Quality of work expected from the student is:

Females	4.45	.673	.049	186
Males:	4.40	.667	.056	139
TOTAL SAMPLE:	4.43	.670	.037	325

4. Amount of work expected from the student is:

Females:	4.01	.888	.065	186
Males:	4.23	.735	.062	139
TOTAL SAMPLE:	4.10	.832	.046	325

5. Amount of independent thinking expected from the student is:

Females:	4.33	.687	.050	186
Males:	4.22	.732	.062	139
TOTAL SAMPLE:	4.28	.708	.039	325

6. In general, how would you rate the teaching style of your AP teachers?

Females:	3.98	.964	.070	186
Males:	4.10	.725	.061	139
TOTAL SAMPLE:	4.03	.870	.048	325

7. In general, how would you rate the academic performance of your AP student peers?

Females:	4.03	.808	.059	186
Males:	3.95	.764	.064	139
TOTAL SAMPLE:	3.99	.789	.043	325

Table II (Continued)

8. How do you see yourself academically in relation to other AP students?

	MEAN	STD DEV	STD ERROR	(N)
Females:	3.60	.779	.057	186
Males:	3.64	.868	.073	139
TOTAL SAMPLE:	3.62	.817	.045	325

9. How would you rate the level of academic competition among students in AP classes?

Females:	3.85	.956	.070	186
Males:	3.87	.858	.072	139
TOTAL SAMPLE:	3.86	.914	.050	325

10. In general, how would you rate your level of confidence to do well in an AP class?

Females:	3.72	.823	.060	186
Males:	4.03	.793	.067	139
TOTAL SAMPLE:	3.85	.824	.045	325

Table IIA

GENERAL RATING OF AP CLASSES BY STUDENTS

HISTOGRAM

SYMBOL	COUNT	MEAN	ST.DEV.
X	325	4.046	0.754

EACH SYMBOL REPRESENTS 1 OBSERVATIONS

Table IIB

AP STUDENT RATINGS OF PEER ACADEMIC PEFORMANCE COMPARED TO ACADEMIC SELF CONCEPT

HISTOGRAMS

Rating of AP Peer Academic Peformance

Rating Academic Self Concept

Table IIC

STUDENT RATING BY GENDER OF CONFIDENCE LEVEL IN AP COURSES

HISTOGRAMS

MALE:

X = 4.036
STD. DEV. = .793
S.E.M. = .067
N = 139

FEMALE:

X = 3.720
STD. DEV. = .824
S.E.M. = .060
N = 186

Table IID

CORRELATION BETWEEN AP STUDENT CONFIDENCE LEVEL AND VARIOUS AP COURSE EXPERIENCES, BY GENDER AND YEAR IN SCHOOL

	Student Gender and Year in School					
	MALE:			FEMALE:		
AP Course Experiences:	Soph.	Jr.	Sr.	Soph.	Jr.	Sr.
General rating of AP classes taken:	.385 (19)	.093 (80)	.057 (40)	-.203 (39)	.045 (84)	.101 (63)
Exposure to subject matter in AP classes:	.357 (19)	.261* (80)	.047 (40)	.046 (39)	.192 (84)	.168 (63)
Quality of work expected from student:	.375 (19)	.048 (80)	.252 (40)	.363* (39)	.059 (84)	.175 (63)
Quantity of work expected from student:	.434 (19)	.231* (80)	.087 (40)	-.032 (39)	.098 (84)	-.011 (63)
Independent thinking expected from student:	.030 (19)	-.040 (80)	-.301 (40)	-.070 (39)	.026 (84)	.180 (63)
Teaching style of AP teachers:	.331 (19)	.106 (80)	.195 (40)	-.103 (39)	.216 (84)	.169 (63)
Academic performance of AP student peers:	-.118 (19)	-.019 (80)	-.003 (40)	.545*** (39)	-.148 (84)	.062 (63)
Academic self-perception:	.278 (19)	.560*** (80)	.582*** (40)	.826*** (39)	.592*** (84)	.662*** (63)
Level of competition in AP classes:	.067 (19)	.355** (80)	-.127 (40)	.264 (39)	-.132 (84)	.319* (63)

Tests of significance for correlation coefficients test the difference from r = 0. Using a two-tailed test, *** indicates statistical significance at the .001 level or p<.001, ** indicates statistical significance at the .01 level or p<.01, * indicates statistical significance at the .05 level or p<.05.

Table IIE

CORRELATION BETWEEN STUDENT RATINGS OF INDEPENDENT THINKING EXPECTED IN AP COURSES AND VARIOUS AP COURSE EXPERIENCES, BY GENDER AND YEAR IN SCHOOL

	Student Gender and Year in School					
	MALE:			FEMALE:		
AP Course Experiences:	Soph.	Jr.	Sr.	Soph.	Jr.	Sr.
General rating of AP classes taken:	.528* (19)	.429*** (80)	-.062 (40)	.266 (39)	.252* (84)	.481*** (63)
Exposure to subject matter in AP classes:	.430 (19)	.175 (80)	.212 (40)	-.014 (39)	.362*** (84)	.571*** (63)
Quality of work expected from student:	.221 (19)	.201 (80)	.123 (40)	-.007 (39)	.157 (84)	.480*** (63)
Quantity of work expected from student:	-.008 (19)	.151 (80)	.020 (40)	.230 (39)	.309** (84)	.625*** (63)
Teaching style of AP teachers:	.656** (19)	.161 (80)	.220 (40)	.164 (39)	.278* (84)	.503*** (63)
Academic performance of AP student peers:	.595** (19)	.124 (80)	.295 (40)	.322* (39)	.004 (84)	.223 (63)
Academic self-perception:	.125 (19)	-.007 (80)	-.183 (40)	-.052 (39)	.310** (84)	.056 (63)
Level of competition in AP classes:	.166 (19)	.260* (80)	.454** (40)	-.196 (39)	.147 (84)	.328* (63)
Level of confidence to do well in an AP class:	.030 (19)	-.040 (80)	-.305 (40)	-.070 (39)	.026 (84)	.180 (63)

Tests of significance for correlation coefficients test the difference from r = 0. Using a two-tailed test, *** indicates statistical significance at the .001 level or p<.001, ** indicates statistical significance at the .01 level or p<.01, * indicates statistical significance at the .05 level or p<.05.

Table III

Characteristics of AP Teachers

Year of Birth:

	Year	Percent	Number (N)
Before	1920	--	-
	20-29	.10	2
	30-39	.40	8
	40-49	.40	8
AFTER	1950	.10	2
Total		100	20

Gender: .50 Female (N = 10)
.50 Male (N = 10)

Ethnicity/Race: 100% White or Caucasian (N = 20)

Years of Teaching Experience: X = 20.4

Years Teaching at Current School: X = 12.2

Years Teaching AP Courses: X = 6.8

Table IIIB

Teachers' Experience With AP Classes

(1 = Low, 5 = Very High)

	Female Mean (X)	Male Mean (X)
1. In general, how would you rate the AP classes you are teaching?	4.2	4.6
2. Depth of exposure to subject matter in your AP classes is:	4.4	4.4
3. Quality of work expected from the student is:	4.6	4.6
4. Amount of work expected from the student is:	4.4	4.4
5. Amount of independent thinking expected from the student is:	4.6	4.4
6. How would you rate the teaching style of your AP colleagues?	4.2	4.8
7. How would you rate the academic performance of your AP students?	4.2	4.4
8. How would you rate the level of academic competition among students in AP classes?	4.0	4.2

9. Amount of preparation time for your AP classes is:

4.0	4.0

10. Amount of paperwork involved with teaching AP classes is:

4.4	4.4

11. Amount of stress involved with teaching AP classes is:

4.0	4.4

12. Amount of communication with parents of AP students is:

2.6	3.0

13. Amount of parental involvement in the education of AP students is:

3.2	3.4

14. How do you see yourself professionally in relation to other AP teachers?

4.0	4.2

15. In general, how would you rate your level of confidence in teaching AP classes?

5.0	4.4

Appendices

APPENDIX I

ADVANCED PLACEMENT STUDENT QUESTIONNAIRE

GENERAL INFORMATION: TODAY'S DATE: _____

A) AGE: _____ B) SEX: MALE _____ FEMALE _____

C) HIGH SCHOOL: _____

D) YEAR IN SCHOOL (Please circle): Senior Junior Sophomore Freshman

E) PLEASE LIST THE AP COURSES YOU HAVE TAKEN, ARE CURRENTLY TAKING, OR PLAN TO TAKE:

COMPLETED:	IN PROGRESS:	PLAN TO TAKE:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

F) DO YOU PLAN TO ATTEND COLLEGE? Yes:____ No:____ Don't Know:____

IF SO, WHICH ONE? _____

G) WHAT PROFESSION WOULD YOU LIKE TO PURSUE AFTER COMPLETING SCHOOL?

_____

SECTION II

NOW WE'D LIKE TO KNOW ABOUT YOUR GENERAL EXPERIENCE WITH AP CLASSES. IN THE NEXT SET OF QUESTIONS, COMPARE YOUR AP CLASSES WITH OTHER HIGH SCHOOL CLASSES THAT YOU'VE TAKEN.

PLEASE CIRCLE THE APPROPRIATE NUMBER RATING:

1. In general, how would you rate the AP classes you are taking in high school?

Not at all challenging				Very Challenging
1	2	3	4	5

2. Depth of exposure to subject matter in your AP classes is:

Little				Great
1	2	3	4	5

3. Quality of work expected from the student is:

Low				Very High
1	2	3	4	5

4. Amount of work expected from the student is:

Little				Great
1	2	3	4	5

5. Amount of independent thinking expected from the student is:

Little				Great
1	2	3	4	5

6. In general, how would you rate the teaching style of your AP teachers?

Low				Very High
1	2	3	4	5

7. In general, how would you rate the academic performance of your AP student peers?

Low				Very High
1	2	3	4	5

8. How do you see yourself academically in relation to other AP students?

At the lower end				At the top
1	2	3	4	5

9. How would you rate the level of academic competition among students in AP classes?

Low				Very High
1	2	3	4	5

10. In general, how would you rate your level of confidence to do well in an AP class?

Low				Very High
1	2	3	4	5

APPENDIX II

ADVANCED PLACEMENT TEACHER QUESTIONNAIRE

GENERAL INFORMATION: TODAY'S DATE:_____

A) YEAR OF BIRTH (Circle One Category):

Before 1920 1920-29 1930-39 1940-49 1950-54 1955 or later

B) SEX: Male _____ Female _____

C) HOW DO YOU DESCRIBE YOURSELF? (Circle one)

Asian-American 01
Black or Afro-American.....02
Mexican-American, Latino or Hispanic.....03
White or Caucasian.....04
Other (please specify)_____05

C) HOW MANY YEARS HAVE YOU TAUGHT? _____

D) HOW MANY YEARS HAVE YOU BEEN TEACHING AT YOUR CURRENT SCHOOL? _____

E) NAME OF CURRENT SCHOOL: _____ _____

F) HOW LONG HAVE YOU TAUGHT AP COURSES? _____

G) PLEASE LIST THE AP COURSES YOU HAVE TAUGHT, ARE CURRENTLY TEACHING, OR PLAN TO TEACH:

PREVIOUSLY TAUGHT:		CURRENTLY TEACHING:	PLAN TO TEACH:	
YEAR			YEAR	
____	_____	_____	____	_____
____	_____	_____	____	_____
____	_____	_____	____	_____
____	_____	_____	____	_____

H) HOW MANY OTHER CLASSES ARE YOU TEACHING (NOT INCLUDING AP)? _____

I) HOW MANY YEARS DO YOU SEE YOURSELF IN AP? _____

J) IF YOU ARE LEAVING THE AP PROGRAM, PLEASE EXPLAIN WHY:

_____

_____

_____

_____

SECTION II

NOW WE'D LIKE TO KNOW ABOUT YOUR GENERAL EXPERIENCE WITH AP CLASSES. IN THE NEXT SET OF QUESTIONS, COMPARE YOUR AP CLASSES WITH OTHER HIGH SCHOOL CLASSES THAT YOU'VE TAUGHT.

PLEASE CIRCLE THE APPROPRIATE NUMBER RATING:

1. In general, how would you rate the AP classes you are teaching?

Not at all challenging				Very challenging
1	2	3	4	5

2. Depth of exposure to subject matter in your AP classes is:

Little				Very Great
1	2	3	4	5

3. Quality of work expected from the student is:

Low				Very High
1	2	3	4	5

4. Amount of work expected from the student is:

Little				Very Great
1	2	3	4	5

5. Amount of independent thinking expected from the student is:

Low				Very Great
1	2	3	4	5

6. How would you rate the teaching style of your AP colleagues?

Low				Very High
1	2	3	4	5

7. How would you rate the academic performance of your AP students?

Low				Very High
1	2	3	4	5

8. How would you rate the level of academic competition among students in AP classes?

Low				Very High
1	2	3	4	5

9. Amount of preparation time for your AP classes is:

Little				Very Great
1	2	3	4	5

10. Amount of paperwork involved with teaching AP classes is:

Little				Very Great
1	2	3	4	5

11. Amount of stress involved with teaching AP classes is:

Little				Very Great
1	2	3	4	5

12. Amount of communication with parents of AP students is:

Little				Very Great
1	2	3	4	5

13. Amount of parental involvement in the education of AP students is:

Little				Very Great
1	2	3	4	5

14. How do you see yourself professionally in relation to other AP teachers?

At the lower end				At the top
1	2	3	4	5

15. In general, how would you rate your level of confidence in teaching AP classes?

Low				Very High
1	2	3	4	5

REFERENCES

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Prescott, B.L., Pelton, C.L., & Dornbusch, S. Teacher Perceptions of Parent-School Communication Patterns. Teacher Quarterly. Berkeley, CA. Spring, 1986.